

WINGED AMBASSADORS



OCEAN LITERACY THROUGH THE EYES OF ALBATROSS

TIPS FOR DISTANCE LEARNING!

How to adapt lessons for digital input and submission

We have updated all student worksheets into fillable PDF format, and are available for download on the website.

Free online PDF editor can help with inserting pictures directly into PDF:

<https://www.pdfescape.com/>

Other app resources to investigate:

<https://www.kamiapp.com/>

<https://nearpod.com/>

Below are some ideas to adapt the non-text sections of the worksheets.

Lesson 1:

Wingspan Activity (#1-4 on worksheet)- Use family members to help with this activity. Measure their wingspan, or just have them assist with measuring the student wingspan, and get wingspans from classmates digitally.

Albatross life cycle sketches (#8 a-c on worksheet) and Diagram of an Albatross (last question, Evaluate section)- Student can draw in notebook and send in a picture from the notebook separately. Student can also use computer program (MS Paint, Photoshop, even Powerpoint) to digitally draw and share. If student has a program that can annotate PDFs, student can upload picture into fillable PDF.

Otherwise, student can submit image separately, noting Lesson 1, question 8 in their notebook.

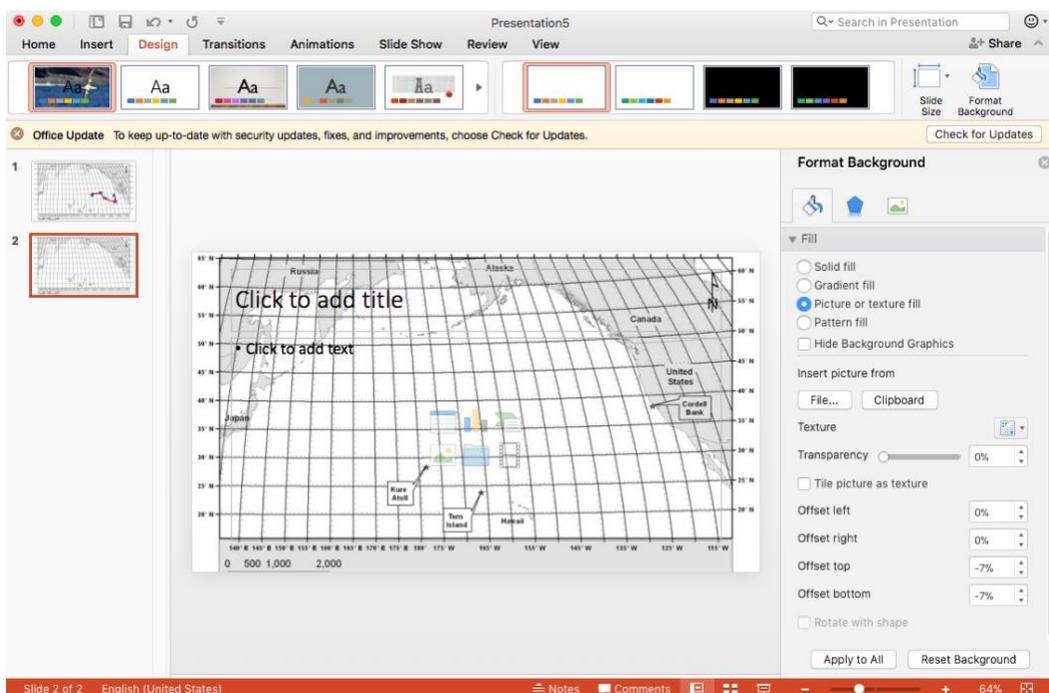
Lesson 2:

Explore-Albatross Locations (map plotting exercise) & Pink Footed Shearwater Locations-

Option 1. students can print map, do activity with pencil/paper, and scan/take picture and upload to PDF or share separately

Option 2. Use Powerpoint to plot. Instructions that can be shared with student are as follows:

1. Download map provided by instructor or from website.
2. Open Powerpoint.
3. Go to DESIGN → then FORMAT BACKGROUND → FILL → Choose PICTURE OR TEXTURE FILL → then INSERT PICTURE FROM FILE → then Select map file (Blank map for plotting)

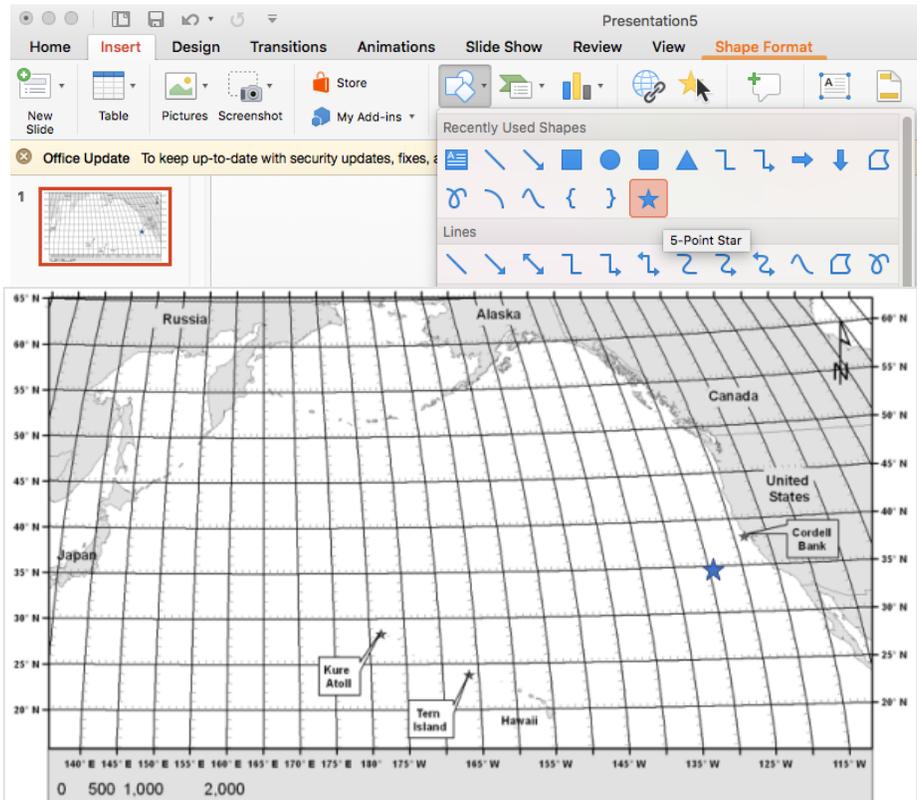


4. Delete “click to add title and text” boxes if they appear
5. Look at the albatross locations and determine where on the map your first point will be. Use the SHAPES option (INSERT → SHAPES) and choose a simple shape like a circle or star. Click and drag your mouse to make a shape on your map. Resize so it is not too big.

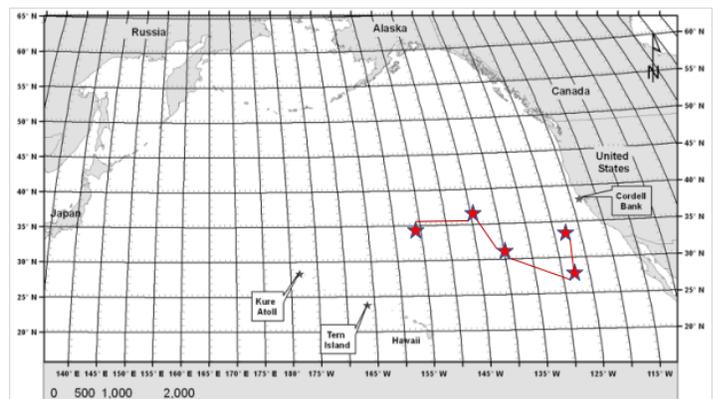
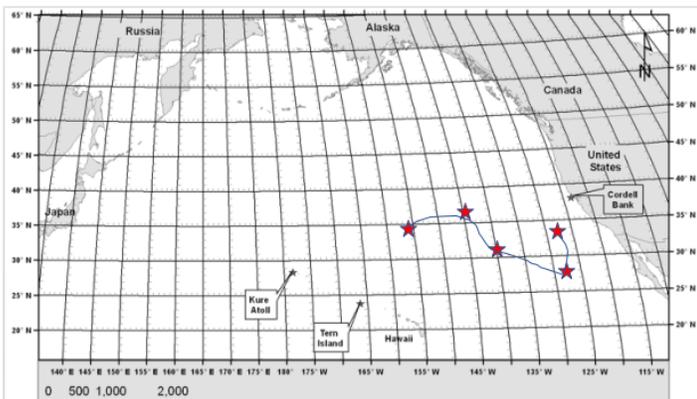
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6. Repeat your shape on each new albatross location. You can use the copy and paste function (ctrl + C/ Ctrl + V) from your previous shape to make the next one.
7. Connect the dots using the draw function (INSERT → SHAPES → SCRIBBLE) or the line function (INSERT → SHAPES → LINE)



8. Export slide as a JPEG image. FILE → EXPORT AS .. Change file name and file format (jpeg), and export!
9. Send to instructor separately, or insert into PDF file.

Lesson 3:

Draw Sketch (#1, #3 column 2 boxes on worksheet, #15); Evaluate section #2: Student can draw in notebook and send in a picture from the notebook separately. Student can also use computer program (MS Paint, Photoshop, even Powerpoint) to digitally draw and share. If student has a program that can annotate PDFs, student can upload picture into fillable PDF. Free online PDF editor can help with inserting pictures directly into PDF:

<https://www.pdfescape.com/>

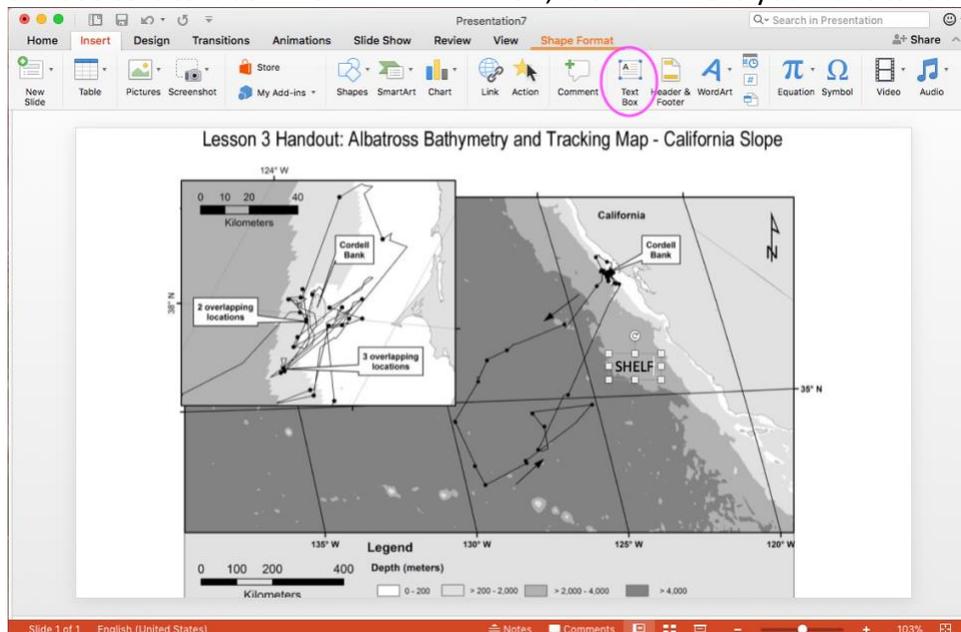
Otherwise, student can submit image separately, noting Lesson 1, question 8 in their notebook.

Label the maps and identify hotspots (#5, #11)

Option 1. students can print map, do activity with pencil/paper, and scan/take picture and upload to PDF or share separately

Option 2. Use Powerpoint to label. Instructions that can be shared with student are as follows:

1. Download map provided by instructor or from website.
2. Open Powerpoint.
3. Go to DESIGN → then FORMAT BACKGROUND → FILL → Choose PICTURE OR TEXTURE FILL → then INSERT PICTURE FROM FILE → then Select map file
(Note to teachers- there are 4 map files, you can assign different maps to different students, or just use one map for all students)
4. Delete “click to add title and text” boxes if they appear
5. Use text to label- INSERT → TEXT BOX, click on where you want to label & type

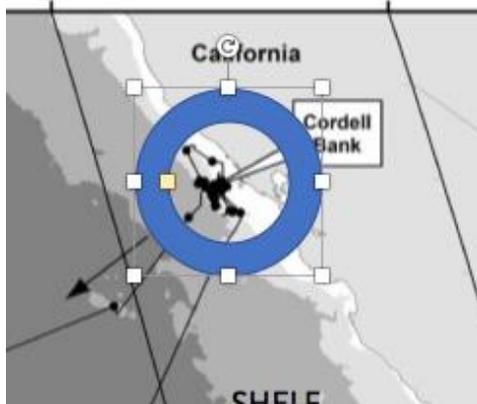
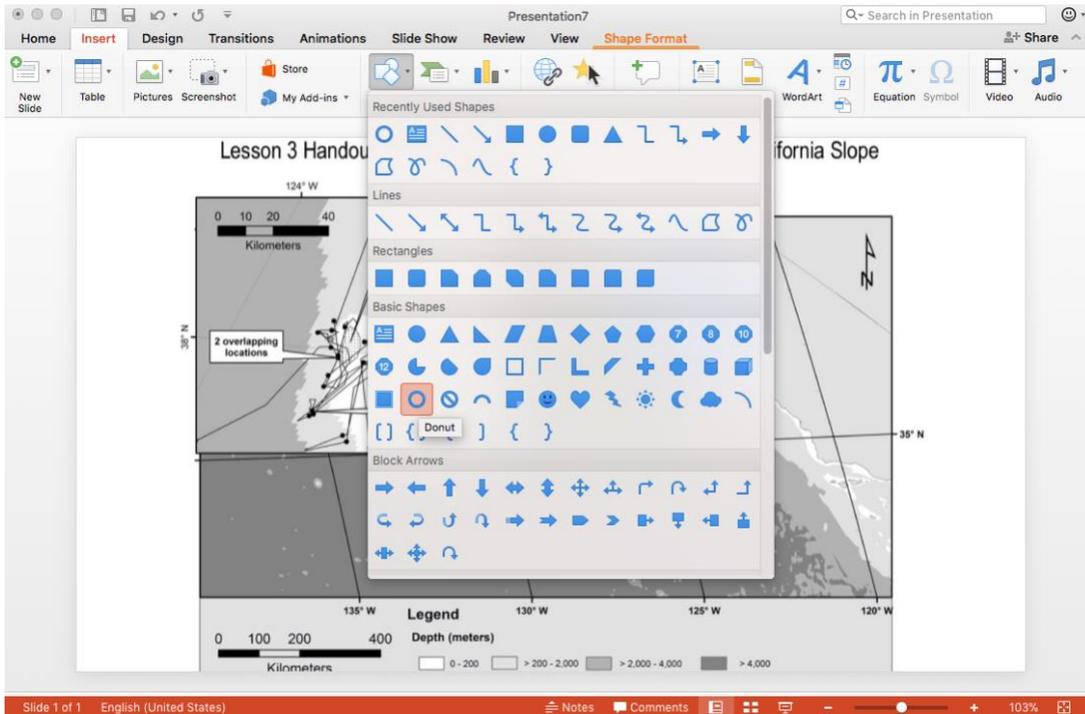


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6. Keep file open, it will be used in question 11.
7. To circle hotspots, use INSERT → SHAPES → DONUT. Drag donut shape over hotspot area, and adjust the size. Place mouse on inner yellow square to adjust donut thickness.



8. Export slide as a JPEG image. FILE → EXPORT AS .. Change file name and file format (jpeg), and export!
9. Send to instructor separately, or insert into PDF file.

Protected areas for albatross (#15)-

Alternative to draw on map files and insert into PDF or share separately.

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Lesson 4:

Bolus images in Lesson 4 were designed as a group activity- Students can choose a quadrant of the photo to do, since counting everything in one image can be time consuming.

Explain section, create a data table (#9)- Draw a table in notebook and upload an image to the PDF, or use Microsoft Word or Excel to create a table and submit separately.

Evaluate Section- build a model bolus- Students can do this and insert/submit a picture of their creation

Lesson 5:

Lesson 5 was designed as a group activity for the school campus. If students are unable to access their campus, they can evaluate their street, neighborhood, park, beach or nearby stream instead, using a designated area size for each student to evaluate (i.e. 50 sq m). Students can share information to get a class total.

Bar graph of results (#7)- students can use Excel to graph or draw and submit separately/ insert into PDF